

01-FEB-15 – 30-APR-15
University of Utah
HHS-N-276-2011-00011-C
NTC Quarterly Report
Date Submitted: 20-MAY-2015

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Executive Summary

STAFF CHANGES

As of April 30, 2015 Sharon Dennis, Assistant Director, has retired. Jessi Van Der Volgen has been appointed Interim Assistant Director as of May 1, 2015 and a search for the position has been initiated.

CLASSES TAUGHT

PUBMED CLASSES

NTC taught one session of the hybrid class PubMed® for Trainers; the in-person location was Houston, Texas. NLM taught one session of PubMed for Trainers in Bethesda, Maryland.

NTC delivered one series of the online class PubMed for Librarians in February 2015. PubMed for Librarians consists of five 90-minute segments taught via Adobe Connect; participants can choose to attend any of the segments that interest them. The five segments are: "Introduction to PubMed"; "Medical Subject Headings (MeSH)"; "Automatic Term Mapping (ATM)"; "Building and Refining Your Search"; and "Customization - My NCBI."

NTC taught two sessions of the new class, Advanced PubMed Tips, Tricks & Tools: MeSH. The class is 90-minutes, and was held on April 2 and April 16, 2015. The class covered the topics: MeSH updates, commonly confused headings and subheadings, filters, free floating subheadings and more. It was taught as a live webinar with demonstrations and practice quizzes, as well as pre- and post-tests. Registration for these sessions and future offerings filled quickly, indicating a wide interest in the class.

TOXNET CLASSES

NTC delivered one session of the online TOXNET® class called "Discovering TOXNET" from March 2 – March 27, 2015. This class is modular in nature. Students select the modules of interest to them, complete them in any order, and receive credit based on the modules completed. Each module earns 0.5 – 2.0 MLA CE credits. To receive credit for a module, participants must complete pre- and post-tests, view a tutorial or video, and submit a discovery exercise. The instructors review the submitted discovery exercises and provide feedback to the participants.

For this session, instructors responded to evaluations from the previous instance of the class and added a completion checklist and a video introduction. Partway through the class Sarah Dickey, program manager, emailed progress reports for students to check what they had completed.

Based on the feedback we received from participants, we believe that the class format was an overall success. Students found the exercises and individual feedback from the instructors to be highly valuable, and appreciated the modular format of the class. For the next offering of this course, we will consider adding optional, supplemental resources from SIS and evaluate the CE credits assigned to each module to ensure participants are appropriately credited for the time required to complete each module. Ninety students signed up for the class and 61 (68%) completed at least one module. Twenty-one students (23%) completed all 13 modules.

FUNDAMENTALS OF BIOINFORMATICS AND SEARCHING

"Fundamentals of Bioinformatics and Searching," an asynchronous online course worth

18 hours of CE credit, was taught from January 12 – February 20, 2015. The course consists of video lectures, exercise assignments that must be turned into the instructor, required readings, and optional readings.

Potential participants filled out a Fundamentals course online application form. The form asked them to specify what they hoped to gain from the class, and to commit to the time needed to complete the coursework. Candidates were selected by a committee consisting of Diane Rein, Sharon Dennis from NTC, Janet Zipser and Kate Majewski from MMS, and Eric Sayers and Peter Cooper from NCBI. From a total of 43 applicants, we selected 31 participants. One participant declined her spot in the class before it began.

Participants who completed the online coursework successfully, as evidenced by earning full Continuing Education credits, were eligible to apply for the 5-day in-person workshop called "A Librarian's Guide to NCBI", which was held in Bethesda, MD from March 9 – 13, 2015. All students receiving CE credits from this Fundamentals cohort elected to attend the "Librarian's Guide" class.

The students in this cohort had varied backgrounds as well as a wide range of prior bioinformatics experience. Approximately one-third of the class had no prior exposure to bioinformatics or the sciences, while others had considerable exposure, including several with earned PhD's. A few students had considerable experience in providing bioinformatics services.

By the end of the class all of the students developed a sophisticated level of understanding of the principles taught in class. Students with more experience commented to the instructor several times throughout the course, as well as during the face-to-face session, how much they had learned. The "admixture" of high and low experience levels in the class seems to have worked synergistically among the students during their learning process while in the online course. When selecting applicants for future iterations, we will build a cohort with a mixture of experience levels.

Based on these observations and the evaluations from the online and in-person class, we believe this cohort will be highly successful as they offer bioinformatics services to their constituents in the future.

TECHNICAL CHALLENGES

In both PubMed for Librarians and PubMed for Trainers the Utah trainers experienced dropped telephone audio in the Adobe Connect sessions. The trainers were able to call back in and quickly resume the session.

OTHER ACTIVITIES

PUBMED FOR TRAINERS USER'S GROUP

As of April 2015, there are 586 members in the group.

During the fourth quarter of the contract year for Option Year 3, the PubMed for Trainers Users' Group met three times.

- February 19, 2015: 40 attendees
- March 19, 2015: 36 attendees
- April 30, 2015: 37 attendees

In February, Rebecca asked the following poll question at the beginning of class:
How do you usually teach PubMed?

- a. One on one (7)
- b. Within a curriculum (1)
- c. Open classes (1)
- d. I don't teach PubMed (1)

e. Other (2)

In March, Rebecca asked the following poll question at the beginning of the class which was submitted by a group member: "Which sites or services have you used that deal with bibliometrics and impact factors?"

Responses:

Web of Science

Scopus

In April, Rebecca asked the following poll question which was spurred by a question submitted by a member of the Users' Group: How do you approach a hospital policy question? ex. length of time from patient check-in to being seen. Which sources do you use?

Responses:

PubMed

CINAHL

After each session, Rebecca sends out the chat transcript and the link to the recording. Rebecca has received positive feedback after sending out the transcript. Here are some examples:

"I just wanted to say how much I appreciate this group. I didn't get to listen in this month and was disappointed. Every time we meet I learn 2 or 3 new tricks to add to my Pubmed expertise!"

"Thank you! Appreciate you sending this out."

"Thank you for sending. I reviewed and distributed to faculty. If they relax and read it during lunch, it's a plus for us."

"Looking forward to connecting with the Users' group today."

TEACHING TECHNIQUES WEBINAR

On February 18, 2015, NTC Trainers presented the "Adding to Your Teaching Toolkit" webinar to the NN/LM Pacific Southwest Region (PSR) as part of their monthly Midday at the Oasis series. Rebecca Brown presented free tools for developing a class, a social media alternative to a course discussion boards, and some neuroscience based learning principles. Jessi Van Der Volgen presented methods for applying gamification principles as a tool to motivate class participants and shared four strategies for adding meaningful interaction to online or in-person classes.

RETURN ON INVESTMENT STUDY

The NTC and NLM continued to work with Caroline Hubble from the ROI Institute to conduct a Return on Investment (ROI) study for the PubMed for Trainers class. Participants from Phoenix and Bethesda (January 2015) were asked to complete action plans and respond to a survey detailing their application of concepts learned in the course. Ms. Hubble will analyze the responses and results of the study are expected in the first quarter of OY4. Participants in the Houston and Bethesda (March 2015) PubMed for Trainers were also sent information about the action plan and will be surveyed in OY4.

Training Events

TABLE 1. Training Sessions

Session Content	Start Date	End Date	City/State	Trainers	Activity Conducted In-person	Activity Conducted Remotely	# Participants
Discovering TOXNET - TRI Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	38
Discovering TOXNET - TOXMAP Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	37
Discovering TOXNET - LactMed Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	37
Discovering TOXNET - LiverTox Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	30
Discovering TOXNET - IRIS Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	27
Discovering TOXNET - HSDB Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	30
PubMed® for Librarians: Building and Refining Your Search	2/10/2015 12:00:00 AM	2/10/2015 12:00:00 AM	Online	Jessi Van Der Volgen	N	Y	25
PubMed® for Librarians: Customization - My NCBI	2/11/2015 12:00:00 AM	2/11/2015 12:00:00 AM	Online	Rebecca Brown	N	Y	9
Discovering TOXNET - ChemIDPlus Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	27
Discovering TOXNET - Household Products Database Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	36
Discovering TOXNET - Haz-Map Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	32

Discovering TOXNET - WISER & CHEMM Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	21
Discovering TOXNET - REMM Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	22
PubMed for Trainers	3/5/2015 12:00:00 AM	3/26/2015 12:00:00 AM	Houston, TX	Sharon Dennis, Rebecca Brown, Jessi Van Der Volgen	Y	Y	17
PubMed for Trainers	3/17/2015 12:00:00 AM	3/26/2015 12:00:00 AM	Bethesda, MD	NLM Trainers	Y	Y	9
Advanced PubMed® Tips, Tricks, and Tools: MeSH	4/2/2015 12:00:00 AM	4/2/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	47
Advanced PubMed® Tips, Tricks, and Tools: MeSH	4/16/2015 12:00:00 AM	4/16/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	47
PubMed for Trainers	1/27/2015 12:00:00 AM	2/5/2015 12:00:00 AM	Bethesda, MD	NLM Trainers	Y	Y	11
PubMed® for Librarians: Introduction to PubMed	2/3/2015 12:00:00 AM	2/3/2015 12:00:00 AM	Online	Rebecca Brown	N	Y	27
PubMed® for Librarians: MeSH	2/4/2015 12:00:00 AM	2/4/2015 12:00:00 AM	Online	Jessi Van Der Volgen	N	Y	21
Discovering TOXNET - TOXNET Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	60
Discovering TOXNET - TOXLINE Module	3/2/2015 12:00:00 AM	3/27/2015 12:00:00 AM	Online	Rebecca Brown, Jessi Van Der Volgen	N	Y	42
PubMed® for Librarians: Automatic Term Mapping (ATM)	2/5/2015 12:00:00 AM	2/5/2015 12:00:00 AM	Online	Rebecca Brown	N	Y	20
Fundamentals of Bioinformatics and Searching	1/12/2015 12:00:00 AM	2/20/2015 12:00:00 AM	Online	Diane Rein, Sharon Dennis	N	Y	29

Cancellations

No classes were canceled this quarter.

Self-paced e-learning Products

A recording of the "Advanced Tips, Tricks, and Tools: MeSH" webinar was added to the NTC Tutorials and Recordings page.

The NTC also created and posted two short videos to the YouTube channel this quarter:

- Share a PubMed Search Strategy via URL: <https://youtu.be/EBOWgGtM3NE>
- Text to Mindmap: https://youtu.be/IcXzICxXG_I

PUBMED FOR TRAINERS CLASS

A 20 question pre- and post-test was administered for the "PubMed for Trainers" class. The average scores for all classes are listed below.

NTC PubMed for Trainers class:

- *Pre-test: 57%
- *Post-test: 83%
- *Gain: 26%

NLM PubMed for Trainers class:

- *Pre-test: 61%
- *Post-test: 83%
- *Gain: 22%

PUBMED FOR LIBRARIANS CLASS

A short three or four question pre- and post-test was administered for the "PubMed for Librarians" class. The average scores are listed below.

NTC PubMed for Librarians class:

- *Pre-test: 57%
- *Post-test: 84%
- *Gain: 27%

DISCOVERING TOXNET CLASS

A 2-4 question pre- and post-test was administered for each module of the "Discovering TOXNET" class. The average scores are listed below.

NTC Discovering TOXNET class:

- *Pre-test: 67%
- *Post-test: 92%
- *Gain: 25%

ADVANCED PUBMED TIPS, TRICKS, AND TOOLS: MESH CLASS

A four question pre- and post-test was administered for the "Advanced PubMed Tips, Tricks and Tools: MeSH" class. The average scores are listed below.

NTC Advanced PubMed Tips, Tricks, and Tools: MeSH

- *Pre-test: 76%
- *Post-test: 84%
- *Gain: 8%

NTC PUBMED FOR TRAINERS EVALUATION RESULTS

PubMed Content

In the fourth quarter, NTC taught one PubMed for Trainers class. A total of 21

participants registered; 15 of them took both the pre- and post-tests; and 16 filled out the evaluation.

Instructional Design Content

Seventeen people attended at least one session of the Instructional Design content. Eleven of those participants completed all the material and earned the additional CE credit.

The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions:
High (97%); Good (3%)

Participants rating of whether they acquired knowledge and skills they can use:
Agree (94%); Somewhat Agree (6%)

Most Helpful Parts of the Course

*The instructional design was very helpful. I would love to see more options like that offered.

*All of the great information and the instructors. Also, it was so nice to meet other medical librarians. I learned so much.

* Instructional Design session was very helpful. evidence based medicine session, searching specific fields, drug information, automatic term searching

Least Helpful Parts of the Course

*Online courses are such a double-edged sword. It probably wouldn't be feasible to have an entirely in-person class, so this class was definitely more accessible than it would have been otherwise. However, Moodle and BlackBoard and all the other similar products are clunky, create confusion, and I just never feel as connected to the class.

*Some things were confusing to me and remained a bit confusing. I am not sure I got the whole supplementary concepts portion of the session and am not sure how I will apply it... or whether I will be able to use it effectively.

Additional Comments

*Moodle works very well. The instructors were wonderful. Great class that I feel I should take every couple of years as PubMed keeps getting updated/tweaked and also to keep my PubMed skills fresh!

*All of the instructors were responsive and helpful. They also supported each other so the whole course was very collegial.

* Thank you very much! This class helped me a lot and will change how I search PubMed and how I will teach it! I still feel like I have SO much to learn. My God, this is a database that has no end! I feel like I will _never_ learn all the ins and outs of it! Please don't stop teaching it!!!

Overall Rating: "A" (100%)

NLM PUBMED FOR TRAINERS EVALUATION RESULTS

PubMed Content

In the fourth quarter, NLM taught one PubMed for Trainers class. A total of 10 participants registered; 10 of them took both the pre- and post-tests; and 6 filled out the

evaluation.

Instructional Design Content

Seven people attended at least one session of the Instructional Design content. Five of those participants completed all the material and earned the additional CE credit.

The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions:
High (96%); Good (4%)

Participants rating of whether they acquired knowledge and skills they can use:
Agree (100%)

Most Helpful Parts of the Course

- *Instructor feedback and the "put into practice" activities

- *The hands-on activities during the online sessions, and the all-day session at NLM. I've been using PubMed for 14 years, and I definitely learned some new things!!

Least Helpful Parts of the Course

- *The Discover MyNCBI portion only because I knew the majority of the content.

- *As mentioned above, the core competencies phone discussion.

Additional Comments

- *All of the instructors were great. I thought the use of technology was just right in the remote sessions.

- *I really liked that the PowerPoint slides on the Moodle site included the lecture notes. It's not so good when they're simply being read as the lecture. That's my little nitpick. I very much enjoyed the class overall.

Overall Rating: "A" (100%)

NTC PUBMED FOR LIBRARIANS EVALUATION RESULTS

NTC taught one series of the PubMed for Librarians online synchronous class during the fourth quarter. The class was taught in five independent segments. The classes had an average attendance rate of 60%. A total of 170 participants registered for at least one segment; 102 participants attended the segment they registered for; and 84 filled out the evaluation questionnaire for the segment.

The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills, and responsiveness to questions:
High (96%); Good (4%)

Participants rating of whether they acquired Knowledge and skills they can use:
Agree (94%); Somewhat Agree (6%)

Most Helpful Parts of the Course:

- *The immediate responses to questions

- *The instructor spoke and moved slowly. This is very effective in an online atmosphere.

She was EXCELLENT!

- *Learning how to most effectively conduct author searches, learning how entry terms are affected by automatic term mapping, learning about NLM recommendations for capitalization/punctuation/Boolean operators/etc.

- *Exercises to test comprehension were helpful as was going over the exercise step by step to correct any issues.

- *Learning how to retrieve new saved search results.

Least Helpful Parts of the Course:

- *Some terms I didn't know.

- *The worksheet could have been a bit more in-depth, with more questions.

- *I wish the worksheets had more questions.

- *I really wish that you would not have to call in and listen via phone. it is really hard to take notes, do the searching on pubmed, and hold the phone. Please allow participants to listen via their speakers.

- *Everything was very helpful.

Additional Comments:

- *I wish the subsequent PubMed webinars were a week apart to process and practice what we learned. We are all busy professionals and for instance, it was suggested to watch an 11 min. MESH training video before tomorrow's webinar on Mesh terms.

- *Great series! Each one has been outstanding!

- *I think either a few minutes of Q&A after each section of the lesson, or a slightly longer Q&A session at the end, might be helpful since it sometimes feels like interrupting to jump right in with a question.

- *Very interesting class. I never knew about the "Find Related Data" function in the NLM catalog and was happy to learn about it. (I encountered that "Unknown field was ignored: [st]" error in the past.) Thank you all for offering these classes! We appreciate it.

- *Thank you and please continue to offer these free wonderful online classes on all aspects of PubMed!

Overall Rating: "A" (88%); "B" (12%)

NTC DISCOVERING TOXNET EVALUATION RESULTS

In the fourth quarter the NTC taught one session of Discovering TOXNET. Seventy four students registered for the class. Of those, 61 completed at least one module, and 21 completed all the modules.

The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, and responsiveness to questions:
High (92%); Good (8%)

Participants rating of whether they acquired knowledge and skills they can use:

Agree (97%); Somewhat Agree (3%)

Most Helpful Parts of the Course:

* That's a hard question to answer because the instructional tools used seemed very balanced, and I didn't feel that any particular aspect of the course stood out as being THE one thing that was the most helpful. The Discovery Exercises were probably the most useful to me in terms of gaining insight into the breadth and depth of each database. However, the hands-on exercises and the pre- and post-tests were very useful as well. If I had to say that any one thing was "most helpful," I'd point to the availability of knowledgeable medical librarians. Knowing that my questions would be answered by highly skilled librarians (as opposed to questions being crowdsourced amongst participants, which happens more and more in online courses...sad, but true) provided confidence and a lot of encouragement to put as much effort as possible into this course.

*Word document with check boxes for completing elements within each module.

* I loved the module format. It made it possible to squeeze this in alongside normal work activities. Knowing I only need to block off an hour or so at a time made it workable. The questions were not overly time consuming but did force you to get into the database and practice using it. So that was also good. Instructors were helpful. I liked that questions and answers went to whole group- helped to see what other people were thinking and asking. Prequizzes were good as it gave you a heads up on what to pay attention to!

Least Helpful Parts of the Course:

*Time constraints. Definitely. For me, time was a problem. However, I did not want to wait another year or so to take the course, and I'm very, very glad to have done as much of it as I could during the time that was available. Taking this course was very beneficial. A lot of territory was covered in "Discovering ToxNet," and I wonder if there has ever been any discussion of extending the course to five or six weeks? Even if I had not had so many responsibilities competing for my time, I think I'd have benefitted from spending more time with the material and allowing the concepts to percolate a bit, and to think about more potential applications in a public library setting and in my freelance work. Another possibility for retaining information covered might be to include some sort of recap exercise—although I've given no thought to possible examples.

*Sometimes Moodle didn't make it easy to go directly back to the main course page. There was also some content that indicated all the databases were linked from the TOXNET main page and some weren't. Some kind of page with these others pulled together is needed.

* Pre-Post Tests. They felt like busy work.

Additional Comments

*I really appreciate the opportunity for continued education this course provided. Thank you!

* I am in a general academic library. I shared ChemIDplus with our chemistry librarian and she said she was going to add it to her Chemistry research guide. We have SciFinder, but this is even more of a quick reference tool. I will be sharing HazMap with the instructor who teaches Agricultural Safety, as well as adding links to various research guides. I shared TOXMAP with our Geography librarian, and she was thrilled. She is going to add it to her geography and maps research guides. (Our geography department faculty members do a lot of crossdisciplinary research with Health Sciences people and Environmental Studies type of faculty on campus.)

Overall Rating: "A" (92%); "B" (8%)

FUNDAMENTALS OF BIOINFORMATICS AND SEARCHING EVALUATION RESULTS

Consultant Diane Rein taught one session of Fundamentals of Bioinformatics and Searching, facilitated by NTC staff. The course was taught online, with 30 students participating in the class. Of those, 29 received full CE credit for completing the course.

The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, and responsiveness to questions:
High (86%); Good (13%); Fair (1%)

Participants rating of whether they acquired Knowledge and skills they can use:
Agree (82%); Somewhat Agree (14%); Somewhat Disagree (4%)

Most Helpful Parts of the Course:

*Diane is unbelievably knowledgeable. She is also very responsive. I had contacted her because I was feeling lost, and just talking to her really gave me a sense of who she was and how much she wanted us all to succeed. Even though I'm an adult, that really makes a difference. I really appreciated her enthusiasm and deep knowledge - and the fact that she admitted many times that she just didn't know something.

*The vocabulary exercises helped me to bring my molecular biology knowledge up to date; the hands-on exercises involving the Entrez databases and tools were useful preparation for the in-person class.

Least Helpful Parts of the Course:

*I would have liked to receive more information about BLAST as I know this is a heavily used resource at my institution. Perhaps an entire lecture on BLAST -- why it is used, how to initiate a search, how to interpret results. Also I was lost with Moodle at the beginning of the course. A tutorial on how to use Moodle would have been helpful. We are an entirely Blackboard shop at my institution. This was my first experience with Moodle.

* Being able to follow along with the videos. They need to be updated. There are times in the videos when Diane is discussing something the entire in person class can see but the video doesn't flash over to it. Plus when one of the students ask a question, it is not repeated so it is hard to tell what is happening at that point.

Additional Comments:

*Thank you for this course! It's a great way to help librarians start bioinformatics services at their institutions and Diane is a treasure of knowledge and skills. A final note: Some questions or concerns posted in the forum were not addressed (or not in a timely manner) by the instructor.

* Again, I thought Diane made a scary subject less scary. I would like more video of databases in action. I am a total visual learner! Also, a place to discuss (not to get answers but a place to say here is where I am having trouble) but somehow the discussion board didn't seem like that kind of place for me. I am happy to finally get in to this mysterious place uncovered and am hoping to really master the whole system over time and consistent usage. Thanks for the opportunity to take this class. While I am still a novice I have learned so much!

Overall rating:

"A" (64%); "B" (32%) "C" (4%)

NTC Web site

Matt Steadman implemented a new tool to analyze use of the NTC Web site.

MLA Educational Clearinghouse Activities

No activity this quarter.

Collaboration with NN/LM staff

The majority of Mr. Steadman's time during the last quarter has been spent integrating the public facing portion of the NTRP registration system into the NN/LM Drupal content management system.

Additional activities related to the National Training Registration Page (NTRP) system in this quarter included adding a subject line override to the Confirmation Prompt tool.

Marketing and Promotional Activities

During the fourth quarter, NTC published 21 blog posts. Blog posts covered updates to PubMed, presentation tips, technology for teachers, using storytelling in classes, and more. During the quarter, there were 8,956 views of the blog, an average of 101 views per day. This is slightly below the same quarter in 2014. The NTC continues to post videos to bring attention to available NLM resources and tutorials, as well as other relevant resources.

The NTC created and posted 2 new videos to YouTube this quarter:

- Share a PubMed Search Strategy via URL: <https://youtu.be/EB0wgGtM3NE>
- Turn Text into a Mind Map: <http://nnlm.gov/ntc/2015/03/30/turn-text-into-a-mind-map-just-type/>

At the end of the quarter, NTC had 545 likes on Facebook (up from 177 in January), and 334 followers on Twitter (up from 312 in January). On Twitter, @nnlmntc has been retweeted 59 times, mentioned 19 times, and had tweets favorited 43 times. Our most popular tweets from this quarter addressed recent changes to PubMed.

Other

February 12, 2015: Jessi Van Der Volgen attended the online meeting of the Medical Library Association Continuing Education Committee for preliminary selection of course offerings at the 2016 annual meeting.

March 20, 2015: Rebecca Brown attended "Sharing and Exploring Ways to Use Technology in Support of Students," by the TLT Group:
<http://tltgroup.roundtablelive.org/event-1775830>

March 31, 2015: Rebecca Brown attended "Using Neuroscience to Create Presentations with Lasting Impact," presented by Poll Everywhere. This workshop focused on advances in neuroscience and demonstrated how to apply principles from cognitive science to presentations.

April 2, 2015: Rebecca Brown attended "Virtual Workshop: Brain Science Basics for Memorable Content," presented by RexiMedia. This 3 hour online, hands-on workshop provided a basic overview of how to use brain science techniques to ensure that presentations are memorable.

April 7 – 28, 2015: Jessi Van Der Volgen completed the Association for Talent Development E-Learning Instructional Design Certificate. This 12-hour class provided techniques and examples for creating effective e-learning.